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ABSTRACT

The Ontario Local Schools District, serving the village of Ontario and Springfield Township, offers this manual of operation which program staff developed to reflect the first year of implementation of a preschool program. Contents concern: (1) needs assessment; (2) program development; (3) facilities, equipment, and supplies; (4) staffing and personnel; (5) preschool operations; and (6) advisory board and parent involvement. About half of the manual consists of appended materials, including preschool needs assessment results; a parent evaluation questionnaire; a preschool classroom design sheet; the Carolina Developmental Profile, the ABC Readiness Inventory, and Parten Social Play Categories; and a checklist for evaluating learning environments for young children. (RH)

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PRESCHOOL GUIDELINES

Suburban Model

ONTARIO LOCAL SCHOOL DISTRICT

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early childhood education

"education begins with life"

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ONTARIO PRESCHOOL
MANUAL OF OPERATION

INTRODUCTION

The Ontario Local Schools was blessed with both an honor and a responsibility when its proposal for a model preschool was funded-the honor was in being selected while the responsibility was in implementing a quality program.

Quickly, the joy and happiness subside when a project is selected for funding. The joy is immediately followed by the realization that the real work is about to begin. At the risk of sounding immodest, we could not have been more pleased with the initial program year of the Ontario Preschool.

Although operationally we are less than a year old, we believe that we have learned a great deal. The purpose of this Manual of Operation is to share with you an overview of the preschool operations for year one and to provide suggestions and answer questions based upon our experience.

NEEDS ASSESSMENT

The initial step in planning for a preschool program was to determine the need for additional preschool programming in the greater Ontario community. The needs assessment process included four phases: 1) characterization and analysis of the community to be served; 2) identification of existing preschool programs; 3) community needs assessment questionnaire; 4) compilation and analysis of all data.

Phase One The Ontario community can be characterized as middle class (median income: $22,000 annually) and consists primarily of blue-collar workers and a smaller proportion of professionals. The population of 9,200 includes the village of Ontario and Springfield Township--the Ontario school attendance area. A total of 1535 students are enrolled at Ontario--1,429 in grades one through twelve and 106 in kindergarten.

Phase Two At the time of the needs assessment, September 1985, one preschool education program was in operation in the school attendance area. The YMCA Kindercamp conducts a program for children three to five years of age in the Ontario Methodist Church. This program had a total enrollment of 49 children participating in either a two-day or three-day program. The program was working with the maximum number of students possible, considering the facility and staff. Parents desiring a preschool program were forced to wait for a vacancy or find an available program outside of the Ontario district.

Phase Three A needs assessment questionnaire was distributed to approximately 700 students in the elementary grades. Although by no means complete, it provided data which established a significant interest in the community for a preschool (for assessment totals, see Appendix A). Surveys were distributed on September 10, 1985, and returned on September 12, 1985. A total of 309 surveys were completed and returned. Seventy-eight surveys indicated that parents had preschoolers at ages three to five. Approximately 85 percent of those, or 66 surveys, indicated that the parents would be interested in enrolling their children in a school-based preschool program. Additionally, 28 surveys expressed an interest in the program, although children in the surveyed families were under three years of age. Of the surveys expressing an interest in the preschool program, 47 preferred half-day sessions and 16 preferred full-day sessions. When responding to a choice for a two-day or three-day program or a five-day program, 59 requested a two-day or three-day program and 25 preferred a five-day program.

Phase Four Considering the sample size and the time available to conduct a community survey, we were convinced that outstanding support did exist for a school-based early childhood education program and that a two-day or three-day, half-time program was most appropriate.

PROGRAM DEVELOPMENT

Recent longitudinal research findings indicate that the important elements of high-quality preschool programs are parent involvement, programmatic leadership by supervisors and directors, competent and enthusiastic teachers, a curriculum rooted in knowledge of child development, a sound inservice training program, and

the use of feedback provided by program evaluation to make necessary programmatic modifications (Schweinhart, Berrueta-Clement, Barnett, Epstein, and Weikart, 1985). Since the major aim of this project was to develop a high-quality model preschool program, we created the following objectives:

Parent Involvement Objectives

1. Parents of enrolled children will be actively involved in program advisement, evaluation, and volunteer staffing.
2. Parents of enrolled children will be able to attend and participate in scheduled monthly meetings concerning early childhood education and development.
3. Parents will have regular and frequent times for teacher-parent interaction.

Programmatic Leadership Objectives

4. The coordinator of the program will have the training and experience to supervise, evaluate, and execute the program.
5. Early childhood specialists from higher education and community organizations will be available to assist in the supervision of the preschool.

Teacher Competency Objective

6. Program teachers and teacher aides will be competent early childhood educators who work well with adults as well as children.

Curriculum Objectives

7. The preschool's curriculum will reflect a developmentally based program for young children that emphasizes "whole child" development; that is, a child's physical, social, emotional, and cognitive development.
8. The enrolled children will demonstrate progress in fine and gross motor development, kindergarten academic readiness, cognitive development, creativity, self-concept/esteem, and social development.

Inservice Objective

9. Both parents and teaching staff members will have regular, appropriate educational opportunities to increase their understanding of child development and early childhood education.

Program Evaluation Objectives

10. The program will be quantitatively and qualitatively pre-evaluated and post-evaluated to analyze its quality and effectiveness.
11. An operational manual will be developed that details the formation stages of the model program and documents the evaluated positive outcomes for the children, families, school district, and community involved.

In order for the parent involvement objectives to be met, a high level of parent interaction in the program was necessary. At least 25 percent of the Model Preschool Advisory Board members were parents of children enrolled in the program. Parents were also asked to evaluate the program at the end of the school year by responding to a questionnaire (see Appendix B). The preschool utilized parent volunteers as teacher's aides during the year on a daily basis. Monthly educational meetings were scheduled on topics related to child development and early childhood education. These evening meetings were specifically for parents and staff members, but were also open to the whole community. The meetings were organized through the joint efforts of the Ontario Local Schools and the Early and Middle Childhood Education Department of The Ohio State University at Mansfield (OSU-M). Parents were welcome to visit the preschool when they wished and to participate in regularly scheduled parent-teacher conferences.

The selection of the coordinator of the model preschool had a great impact on realizing the programmatic leadership objectives. The minimum qualifications for that position included a four-year degree related to early childhood education, a solid child development background, prior teaching experience with early-childhood-age children, and past administrative experience. Supervisory and consultation services were also offered by OSU-M Early and Middle Childhood Education faculty, members of the Mohican Association for the Education of Young Children, and personnel from local child service agencies.

Teacher and teacher aide competency were enhanced by a series of inservice offerings developed by the OSU-M Early and Middle Childhood Education Department. Inservice offerings were focused on common elements of child development/early childhood education, specific concerns of the staff, and areas noted through evaluation that need attention and/or improvement. A group of OSU-M students pursuing a four year degree in early and middle childhood education served as daily teacher's aides throughout the year.

Child development theory and research demonstrates that it is important to design a curriculum that meets the needs of the "whole child." Children need activities that will aid the growth of their physical, emotional, social, and cognitive self, both specifically and interactively. Gross and fine motor control are important in early childhood education, since large muscle development precedes and aids the small muscle development which is so important for the writing and artistic elements of the primary school curriculum. Emotionally, children need to develop a good self-concept (accurate perception of oneself) and positive self-esteem (value placed on oneself) in order to form favorable personality characteristics and positive mental health. Socially, children need experiences that will aid the development of empathy and cooperation. It is when children are healthy and feel in control of their bodies, emotions, and social interactions that they can learn at an optimum level. We propose that the academic aspect of the curriculum go beyond basic kindergarten readiness to include the cognitive areas of problem solving, conceptual development, and creativity. Basically, we want to help young children learn how to learn and how to work well with peers and adults.

Organizing a good early childhood learning environment is a complex task that requires systematic planning, management, and evaluation. In such an environment, the curriculum must be organized to meet the developmental needs of the young child. An effective early childhood curriculum consists of (1) a variety of learning centers designed to offer young children an individualized developmental approach to learning while providing for learning-style differences; (2) small-group instruction directed by a teacher; and (3) integrated approaches to teaching and learning, such as thematic units and extended interest areas, that offer content learning opportunities through a variety of interrelated experiences and activities (Day, 1983). The following learning areas (with examples of materials and explanations of how the areas serve developmental needs) have been incorporated into the proposed preschool environment:

<u>Reading/Language Arts Area</u>

The main objectives for this area are to develop an understanding of the relationship between oral and written language, to promote success and satisfaction in beginning reading, and to encourage independent reading and thinking for information and pleasure. Representative materials would be books for varied abilities and interests, records, tapes, filmstrips, earphones, pictures, writing materials, and spelling and reading games.

Block Area

Blocks are multipurposeful in early childhood development. Block play assists the development of self-concept, social interaction, and cooperation; motivates dramatic play; and allows acceptable emotional release. The manipulative nature of blocks aids eye-hand coordination, visual perception, and both large and small muscle development. Blocks also help conceptual development in mathematics (e.g., measurement, fractions, seriation), science (e.g., balance, gravity, stability), and social studies (e.g., community, mapping). The key elements of this area are a set of unit blocks of various sizes and shapes, a storage area, and adequate building space.

Housekeeping Area

This area allows children to be creative, to act out feelings in a comfortable setting, to develop communication skills, to take on a variety of roles, and to develop social skills. The most important supplies for this area are child-sized furniture and appliances, dress-up clothes, props for cooking and cleaning, a full-length mirror, and special thematic objects.

Manipulative Area

During manipulative play, children handle relatively small pieces of equipment such as puzzle pieces, rods, beads, sewing cards, and nesting toys. Manipulative play helps the physical development of fine motor skills and eye-hand coordination, as well as cognitive development in such areas as seriation and comparison.

Woodworking Area

Woodworking provides young children with an opportunity for cognitive, psychomotor, and social/emotional development. Woodworking naturally incorporates skills commonly used in the language arts, mathematics, and science. It aids the development of large and small muscle control, problem solving, respect for others, and creative expression. Essential materials are a sturdy workbench, a supply of tools and carpentry materials, measuring instruments, soft wood, and storage space.

The main purpose of the science area is to develop the attitudes and skills needed for exploring science. Young children will observe, measure, classify,

predict, experiment, and then communicate their discoveries. Young children will begin developing the habits of problem solving, inquiring, and investigating. A habitat for birds will be set up directly outside the science area windows and there will be areas for gardening and a greenhouse in the courtyard adjacent to the classroom. Typical of the materials in the science area will be weighing instruments, magnets, simple machines, small animals, an aquarium, magnifying glasses, and various objects to take apart and rebuild. An element of the science curriculum will be bi-monthly science experiences led by outdoor educators from the local Gorman Nature Center.

Art Area

For young children, art is more than a creative activity. It helps develop fine muscle control and eye-hand coordination. Working with a variety of media and materials brings sensory pleasure to children while at the same time allowing them to express their feelings and emotions in an acceptable, constructive manner. Conceptually, children learn much about color, line, shape, and texture during art activities. Art also allows children to express themselves visually when they may be unable to do so with language. Typical art supplies are easels, paints, crayons, brushes, paper, clay, paste, scissors, and markers.

Water and Sand Play Area

Water and sand play is a very enjoyable sensory experience for young children. As children play with sand, water, and many other substances that can be used in water tables, many developmental activities happen naturally. Children use large muscles to dig, haul, and build, and small muscles to form and pick up. There are many possibilities for learning (1) mathematics concepts like measuring, estimating, equivalency and weighing; (2) language communciation during dramatic play at the table; and (3) science, as children experiment with quantities and qualities of materials. Common elements of this area are a quality sand and water table, plastic containers, measuring devices, mixers, sponges, eyedroppers, funnels, plastic tubing, and objects that sink or float.

Large Muscle Area

The building that houses the preschool has a large multipurpose room that is used as a large muscle area. The main objective of this area is to promote large muscle development while young children are running, jumping, pushing, pulling,

and riding. Physical exercise also aids body control and good health, provides times for children to become more sociable, builds self-esteem, and aids direction following. Many times, number concepts and spatial concepts, such as over/under, up/down, in/out, and around/through, are incorporated into large muscle activities. The room will be equipped with riding toys, traffic signs, balance beams, climbing apparatus, mats, tunnels, balls, and other materials for throwing and catching.

Outdoor Area

The outdoor area at the preschool site offers an attached hard surface courtyard and nearly 10 acres of grassy and wooded land on which complex pieces of large muscle equipment are built to support creative physical activities and social interaction. Young children have a need for freedom to make believe, to make noise, and sometimes even to make messes. Outdoor space gives them this freedom. The outdoor environment adds another dimension to learning. Counting, measuring, sorting, and classifying can be done outdoors with natural objects. Objects to see, hear, draw, talk about, and write about are plentiful outside, which leads to many language arts and fine arts activities. Plants, animals, rocks, and the sky motivate many "hands-on" science activities, some to be lead by the staff of the Gorman Nature Center. Virtually all classroom activities may be held outside, allowing greater flexibility in scheduling, using equipment, using space, and balancing quiet and active experiences (Day, 1983; Maxim, 1985; Spodek, 1985).

Proposed Utilization and Scheduling of Areas

A main characteristic of the curriculum and educational environment is child-initiated play in a variety of areas each day. Children will have access to all the areas in the classroom as their interest dictates and space management allows. There will be no set time to use specific areas in the classroom. While group activities, such as special science, music, or movement activities, will be scheduled throughout the year, such scheduling can be flexible and is facilitated by the lack of a rigid time allocation. The outdoor playground area and indoor multipurpose room can also be used for small or large groups as the teacher desires or interest suggests.

FACILITIES, EQUIPMENT, AND SUPPLIES

Preschool Classroom

The classroom, measuring 37' x 30', provides 1,110 square feet of space. With a class size limit of 25 students, this allows 44.4 square feet per child, which is well above the 35 square feet recommended by the National Association for the Education of Young Children. The floor space is half carpet and half tile to provide for quiet areas as well as areas requiring easy clean up. The room also features a long counter with a sink, a 6' x 11' storage area with shelves, and a 6' x 8' restroom with two toilets and a lavatory. The room will be designed with centers to facilitate instruction and control. A diagram of the room design can be located in Appendix C.

Preschool Resource Room

The resource room, located adjacent to the classroom, is identical in size (1,110 square feet) and features to the classroom. This room will be used for special programs (nature, films, music, etc.), gardening, testing, conferences, clinics, and snacks.

MultiPurpose Room

The multipurpose room, measuring 40' x 78', provides 3,120 square feet of space for large muscle development. The floor is completely tiled. This room also has two storage areas and a stage.

Courtyard

This unique enclosed area measures 45' x 86'. Both the preschool classroom and resource room have an exit to this courtyard. Steve McKee, a naturalist and director of the Gorman Nature Center, was consulted in drawing up utilization plans for this area. A diagram of the courtyard and proposed nature center can be found in Appendix C.

Outdoor Area and Playground

Bedford Elementary School is situated on approximately ten acres of land. The building and parking lots comprise one-third of this area. The remaining acreage is grass with the exception of a 75' x 75' asphalt area. A drawing of the available playground area can be found in Appendix C. The plan for the new

preschool playground can be found in Appendix C. This 40' x 50' area will be located in a large grassy area west of the building. The area will be excavated to a depth of 10" with a base of gravel (2") topped with 8" of sand. This precaution was taken since most playground accidents are caused by falls to hard surfaces. Sand is the only acceptable playground surface according to The National Recreation and Park Association. A large playground unit was installed in the summer of 1986. The unit contains a horizontal ladder, turning bar, tire swing, crawling tunnel, tunnel slide, regular slide, tire climb, log incline, and sand box. It also has a 20' x 30' science pavilion with storage space. We have provided a safe, well-designed preschool playground, utilizing the expertise of our parents and other community helpers. There is now a large area outside for play.

The following is a list of equipment and supplies that were purchased. These items are classified according to the areas of development outlined in the curriculum and specified in the drawings of the room arrangement. The catalog price total for each area is included.

Equipment List ($5,574)

Roto Play Group ($799) - indoor large muscle equipment
One-half unit blocks ($375)
Outdoor playground materials ($4,400)

Supplies List ($7,157)

Manipulative Area ($705)

Peg-grading board
Bag of blocks
Bristle blocks
Beads
Magnetic designer
Parquetry blocks and patterns
Jumbo pegs
Easy-grip pegs
Tactilmats
People builder

Slotting shapes
Preschool "Legos"
Chain links
Giant magnet-form box
Frame mosaic and patterns
Lacing shapes
Puzzles
- knobbed puzzles
- early-learner puzzles
- simple 6-piece puzzles
- shape discs
- puzzle forms
- transportation fleet
- alphabet
- numbers
- large-floor puzzles

Clay
Playdough

<u>Painting Area ($320)</u>
Easels
Paint cups
Assorted brushes
Tempra paint
Finger paint
Watercolors

<u>Reading/Listening Area ($900)</u>
Book rack
Books
Pillows
Stuffed animals
Tape recorder
Record player with headphones
Records

Flannel board, easel, stories
Rocking chairs (1 adult, 1 child)

Writing, Drawing, Construction Area ($283)
Construction paper
Tissue paper
Rolled paper
Fingerpaint paper
Newsprint
Manila paper
White drawing paper
Oak tag
Scissors
Paste
Glue
Crayons
Markers
Chalk
Yarn
Pencils
Pipe cleaners
Glitter
Tape
Fasteners

Science ($450)
Magnets
Hand magnifiers
Bird feeders and nesting boxes
Bird seed
Gardening tools
Small-pet equipment
Greenhouse (materials only - constructed by district maintenance crew)

Block Area ($560)

Block-storage unit
Storybook city
Storybook farm
Block-play fleet
Transportation fleet
Playmat
Block-play signs
Hospital-play center
Magnetic crane

Dramatic Play ($955)

Housekeeping Area

- dishes
- pots and pans
- toaster
- high chair
- cupboard (provided by school)
- sink (provided by school)
- ironing board and iron (provided by school)
- doll carriage (provided by school)
- beds (provided by school)
- rocking chair
- mirror
- play clothes storage unit (provided by school)
- medical kit
- dolls
- house-cleaning set
- phones
- make-believe hats
- cash register
- pretend car
- Indian tepee

Puppets

- Animal puppets
- Career puppets
- Puppet stage

Woodworking Area ($350)

Bench/vise
Tools
Goggles

Water/Sand Area ($370)

Sand-and-water-play table/top
Geometric sand molds
Sand-mover company
Pails and scoops
Sand sieves and funnels
Sand-castle molds
Alphabet sand molds
Sand
Lakeshore water-play kit
Sailboats
Little fisherman
Balance
Aprons
Measuring devices
Child-size hall tree

Large Motor Area (Multipurpose room) ($1,164)

Tricycles
Flying turtles
Gym scooters
Wagon and trailer
Stand-up scooters
Traffic signs
Parachute
Hoops
Bean bags
Rubber balls - 8-1/2"
Nerf balls - 4"
Yarn balls
Turtle bowling set
Play tunnel

Large Motor Area (Multipurpose room)
Mats
Balance beam

Miscellaneous ($1,100)
Camera
Film
Music instruments
Table and chairs
Film processing
Stapler
Staples
Bulletin board Materials
Timer
Electric burner

STAFFING AND PERSONNEL

The preschool staff consists of a program coordinator, preschool teacher, volunteer parent aides, and volunteer university student aides. The qualifications and job descriptions follow.

QUALIFICATIONS

Coordinator

The minimum credentials for the coordinator position includes a bachelor's degree and certification that relates to early and elementary childhood education, undergraduate and graduate coursework in child development, prior teaching experience with early childhood age children, and past administrative experience. Credentials that are desired beyond the minimum qualifications already mentioned are expertise in one or more of the following areas: cognitive, social, emotional, and physical development; an understanding of and past experience in staff development; and good social/public relations skills.

Teacher

The minimum credentials for the program teacher included early childhood education, child development coursework, and experience with early childhood age children.

Aides

The aides were parents of enrolled students who agreed to participate in the inservice program and university students currently enrolled in the early and middle childhood bachelor's degree program.

JOB DESCRIPTIONS

Coordinator

Develops and executes the center's program
Supervises and evaluates all personnel
Maintains the physical environment to meet licensing standards for safety and cleanliness
Keeps financial records
Plans and conducts regular staff meetings
Establishes schedules for all staff members
Supervises the purchase and distribution of supplies and equipment
Keeps all records required by governmental or other agencies
Teaches groups of children when necessary

Teacher

Plans and conducts daily activities
Prepares materials appropriate for the maturity of the children
Maintains an environment conducive to optimal development of the children
Attends and contributes to staff and parent meetings
Cooperates with other staff members
Observes, evaluates, and reports significant individual and group behavior
Maintains and extends professional knowledge and competence

Aides

Assists classroom teachers when appropriate and necessary
Supervises activities as requested by the teacher
Helps prepare the daily environment for the children
Helps maintain an orderly environment
Observes and records children's behavior
Aids children who need individual attention
Assists at snack time
Assists with activities, when requested by teacher or assistant teacher

Inservice Component

The inservice component of the program was vital. The main predictor of the quality and/or effectiveness of a preschool program is the early childhood educator's child development/child-focused training. Neither years of formal education nor experience with young children alone indicates a quality program, but when these characteristics are coupled with child development/child-focused training, a quality program is much more likely (Ruopp, Travers, Glantz and Coelen, 1979). Such findings indicated to us that the focus of our inservice training should be the application of child development theory and research to educational practice. As mentioned in an earlier paragraph concerning teacher competency, a series of inservices, developed and taught by the OSU-M Early and Middle Childhood Education faculty, concentrated on how child development knowledge is related to educational practice. In order to coordinate parent involvement and the educational program, the parents who were teacher's aides took part in the staff inservices, and all parents were invited to frequent meetings that focused on child development applications for parenting.

PRESCHOOL OPERATIONS

Registration

1. Announce registration dates in early April over radio, in newspapers, in elementary students' flyers, and in superintendent's newsletter.
2. Bring birth certificate and immunization records.
3. Fill out parent information, and emergency information.
4. Return physical form when complete.

Opening

1. Send letters in early August to parents. Letters should include
   a. date school opens
   b. hours of operation
   c. instructions for arrival and dismissal
   d. a request for volunteers
   e. state tuition and fee policy

Tuition and Fees

1. One-time materials fee due first of month.
2. Tuition payable by year, semester, or month.
3. Tuition due the first of each month.
4. No rebates for time off during Christmas and Easter.
5. No adjustment on tuition if more than one child in family enrolled in program.

Student Records

1. File folder established for each student.
2. Records transferred to elementary school - no kindergarten registration required.

Preschool Daily Schedule

9:00-9:15	Attendance
	Discussion of the new day
	Sharing time - listening to friends
9:15-10:25	Free-choice activities -
	Directed free play including
	1. Discovery table
	2. Woodworking bench
	3. Easel Painting
	4. Sand/water play
	5. Reading center
	6. Housekeeping area
	7. Manipulative activities
	9. Writing center
	10. Art area
10:25-10:30	Clean-up time (transition)
10:30-10:40	Story
10:40-10:50	Snack (served "family style")
10:50-11:25	Large muscle time - in gym or outside
11:25-11:30	Preparation for departure

ADVISORY BOARD AND PARENT INVOLVEMENT

Advisory Board

A vital component of our preschool program was our advisory board. The thirteen members serving on this board included the superintendent, elementary principal, preschool director, county consultant, university early childhood professor, preschool teacher, school nurse, preschool parents, community residents, and a member of the local association for the education of young children. We held meetings on alternate months to discuss issues concerning the operation of the preschool. Our major project involved the planning of the playground.

Parent Involvement

Active and interested parents play a vital role in the successful operation of a preschool program. Realizing this factor, we involved parents in many aspects of our operation. As mentioned earlier, parents served on our advisory board. One of these parents is currently serving on an Ohio Department of Education committee studying various preschool and kindergarten programs. Parent volunteers were present in the classroom daily. These volunteers attended several inservice sessions held during the year. Many parents volunteered throughout the year to help with parties and special events. Parents also organized and provided nutritious snacks every day. Several parents volunteered to spend a day at school to share a hobby or talent.

Parent/community meetings were held every month. In December, we held an open house for parents as well as all community residents. The January meeting involved the preschool at our "Education Fair" held at a local mall. The booth was decorated with children's work, and a continuous slide program presented the preschool operation. In February, we surveyed the parents to determine areas of interest for future meetings. Based on this survey, our March meeting featured Evie Freeman speaking on "Children's Literature." The May meeting entitled, "Your Child's Self-Esteem" was presented by Walter Kania. In June, we held our last parent meeting, and Lynn Johnson, a consultant to the preschool, reviewed the recent evaluation of our preschool program. A slide show of the school in operation was presented. This summer we intend to involve parents in the installation of our new playground equipment.

Evaluation of Children in Program

The young children enrolled in the program were evaluated in four general areas: fine and gross motor development, kindergarten readiness, cognitive development, and social development. The children were pretested in all four areas during the first few weeks of the program and post-tested during the end of May at the completion of the project. The children were evaluated by trained personnel, other than their teachers, so that teacher bias would not influence the evaluation administration and scoring.

Fine and gross motor development was evaluated by using the fine and gross motor sections of the Carolina Developmental Profile. Kindergarten readiness was evaluated using the ABC Readiness Inventory. Cognitive development was assessed by using selected Piagetian tasks of cognitive development (number, length, area, volume, and weight). Social development was observed by using Parten's categories of social play development (onlooker, solitary, parallel, associative, and cooperative) to rate individual children on their level of social interaction during play. Copies of these devices can be found in Appendix D.

Evaluation of Program

The quality and effectiveness of the preschool program was evaluated by quantitative, qualitative and questionnaire instruments. The parents of children in the program rated its effectiveness with an end-of-the-year questionnaire, polling ideas on teachers, activities, parent involvement, reactions of children, special programs, and the like. Two other instruments were used to evaluate the program. The Early Childhood Environment Rating Scale (ECERS) by Harms and Clifford (1980) was used to examine 37 attributes of the preschool environment relating to seven areas of quality: room furnishings and display, language/ reasoning experiences, fine and gross motor activities, creative activities, social development, personal care routines, and adult needs. The resulting profile identifies strengths and weaknesses in the seven areas of quality for each class and the entire center. The descriptions provided for each evaluation item are explicit about inadequate, minimal, adequate, and optimal levels for each quality attribute. The ECERS will be used to give the staff a picture of the strengths and weaknesses of the initial program and to provide a post-evaluation that identifies progress in program quality and effectiveness (Kontos and Stevens, 1985).

The second device, Checklist for Evaluating a Good Learning Environment for Young Children (Day, 1983, pp. 403-407), was used to qualitatively rate the presence or absence of characteristics deemed important in an early childhood education setting: teacher-child relationship, program, materials and equipment, physical environment, and outdoor learning environment (see Appendix E). This checklist will also be used for pre-evaluation, and post-evaluation. Both evaluation techniques provide the staff with information for self-study and improvement, and also provide the administrators of the project with topics for ongoing inservice offerings.

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APPENDIX A

PRESCHOOL NEEDS ASSESSMENT RESULTS

Surveys distributed	September 11, 1985
Surveys returned	September 13, 1985
Number of surveys distributed	700
Number of surveys returned	309
Number of surveys indicating no preschool-age children in home (ages 3 years - 5 years)	111
Number of surveys indicating preschool children in the home	79
Number of surveys indicating an interest in enrolling their children (ages 3 years - 5 years) in a preschool program at the Ontario Schools	67
Number of surveys indicating a child under three years of age but interest in future enrollment in a preschool program	28
Number of surveys indicating a preschool-age youngster but no interest in the program	12

Age distribution of surveyed families (children ages 3 years - 5 years)

3 years	4 years	5 years
34	32	4

Preference for half-day or full-day preschool program

half day	full day
48	16

Selected comments:

1. I attempted to register my daughter in a preschool this fall. However, all the morning classes were full. I feel that there is a need for this type of program in the Ontario Schools.

2. I feel the YWCA program is a good one, but a similar program in the school system would be better.

3. A preschool program would add a needed dimension to our school system.

4. We think this is a terrific idea. We would be willing to participate in such a program.

5. It would be nice to have a program similar to kindercamp at a reasonable price.

6. Our preschooler now attends the YWCA kinderkamp program held at the Ontario Methodist Church. We all really enjoy it.

7. The sooner the better!

8. Would probably not pull child out of present program, since he's already adjusting to his teacher and other kids. Would be a great idea for the future.

9. We would be very interested in looking into a preschool program here. Our son Kartney had a very good experience in the Montessori program here in Mansfield for 2 years, and I am sure we can set up a good program here in Ontario.

10. This is in no way a reflection of my opinion on the YWCA's program. I think they do an excellent job preparing children for kindergarten in general. However, I would feel my child is better prepared by going to a preschool from the school they are actually going to attend.

11. As long as the classes instilled a love of learning concept into the child's school time, I see no problems. Learning should be fun, and I think some preschool programs don't even try to help the child develop this kind of feeling.

Appendix B

Parent Evaluation Questionnaire

NEEDS ASSESSMENT QUESTIONNAIRE

ONTARIO PRESCHOOL EDUCATION PROGRAM

Please respond to the following questions by circling the appropriate response. Feel free to add any comments. Thank you.

1. Do you presently have a preschool-age child at home (ages 3 years to 5 years)?

Yes No

*Note: Age(s) of child(ren) _____

2. If yes, is your child presently enrolled in a preschool program?

Yes No

3. Would you be interested in enrolling your child in a program developed by the Ontario Schools?

Yes No

4. Would you prefer a half-day program or a full-day program?

half day full day

5. How many days per week would your child attend?

1 2 3 4 5

6. Additional comments:

Please return this questionnaire to your child's teacher no later than Friday, September 13.

Appendix C

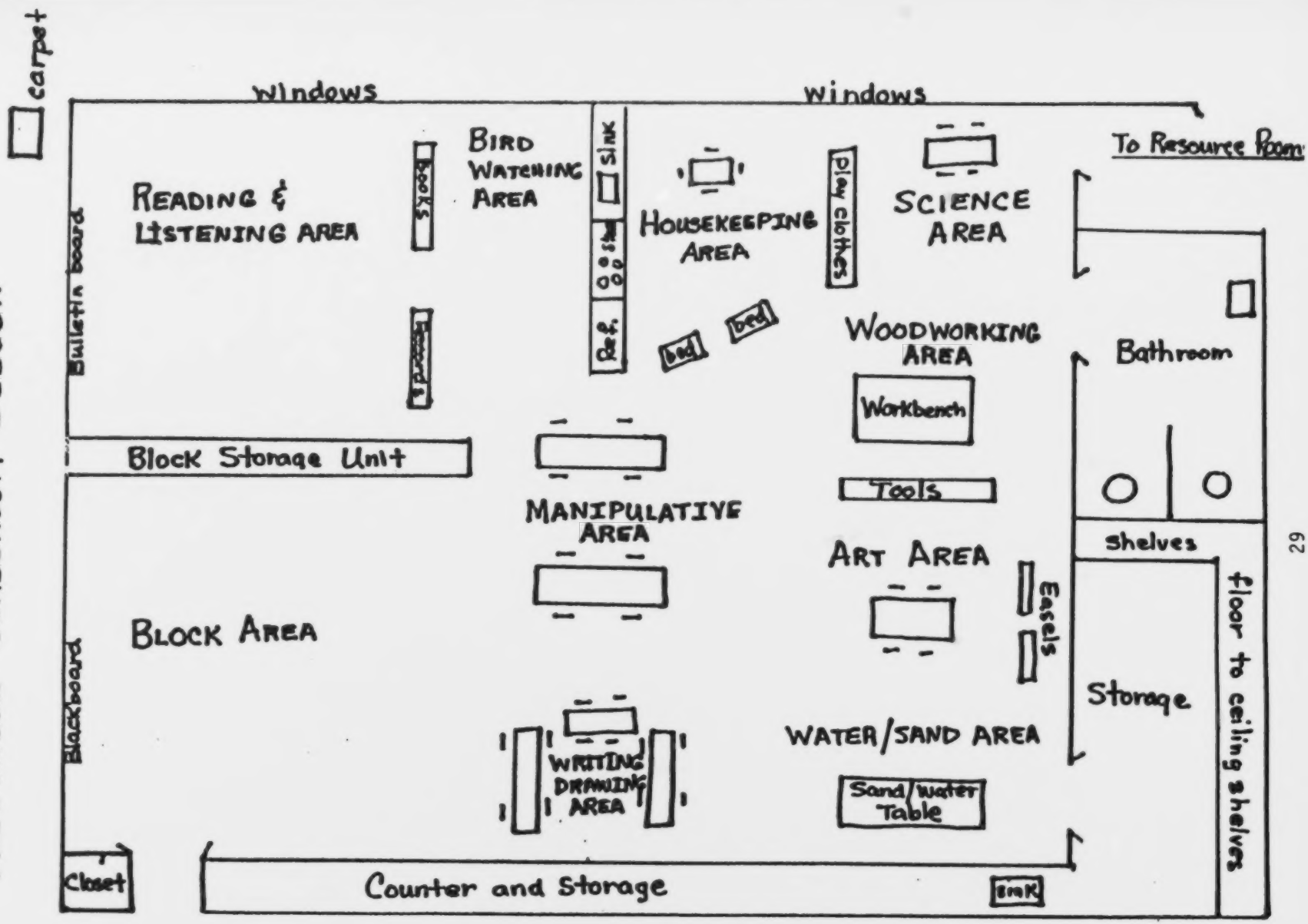
Preschool Room Design

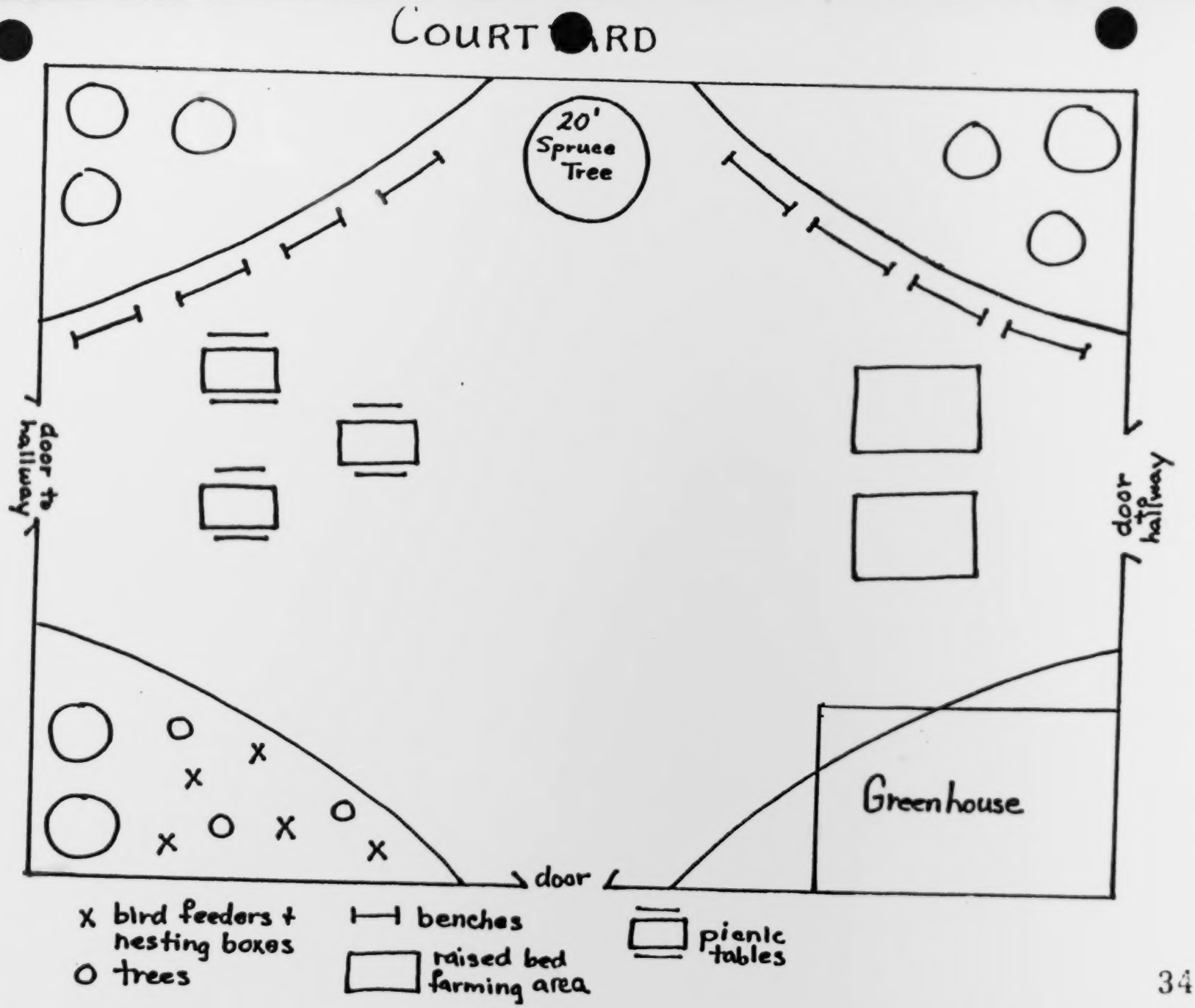
Courtyard

Playground Site

Playground Plan

Preschool Classroom Design



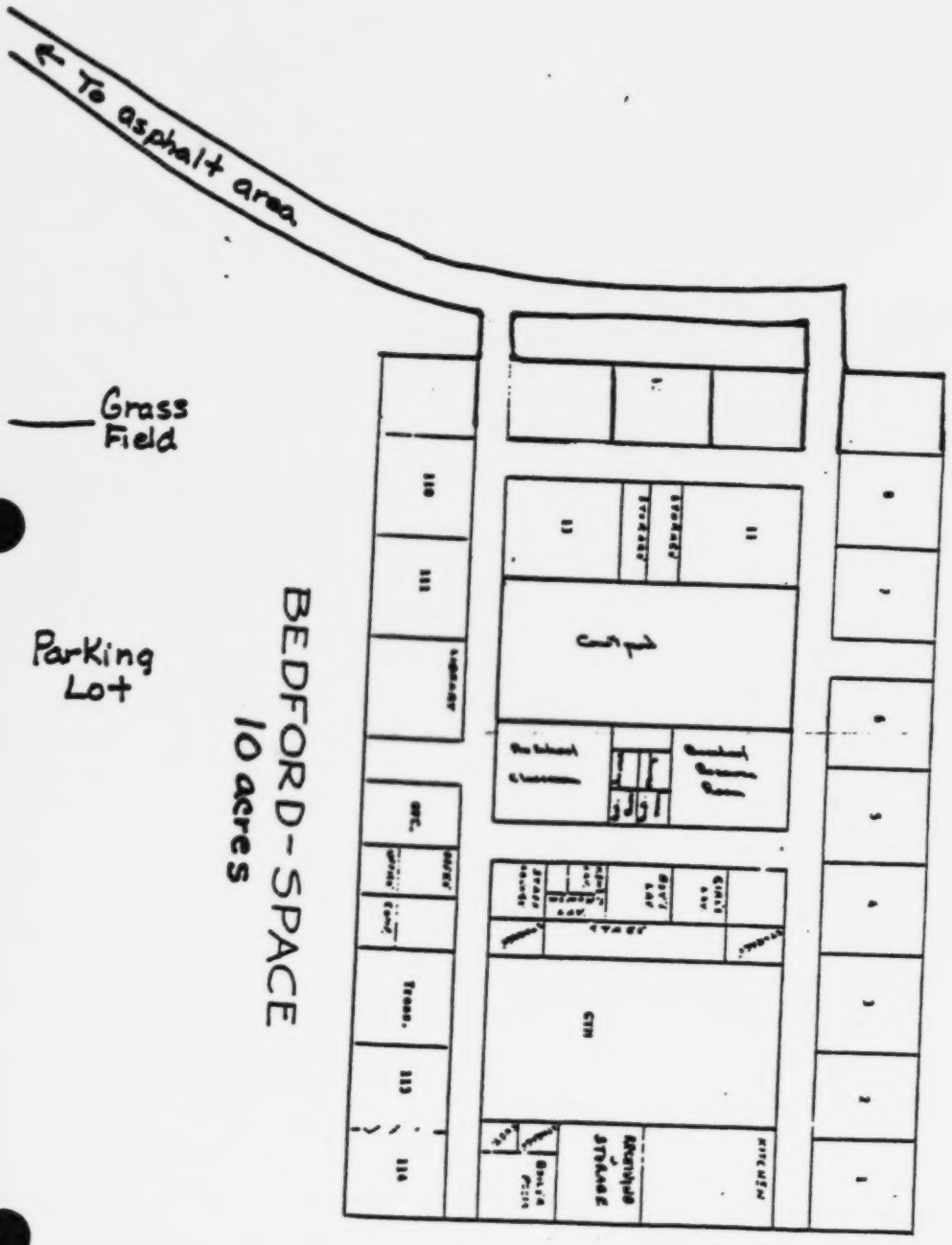

COURTYARD
20' Spruce Tree
door to hallway
door hallway
door
Greenhouse
X bird feeders + nesting boxes
O trees
benches
raised bed farming area
picnic tables

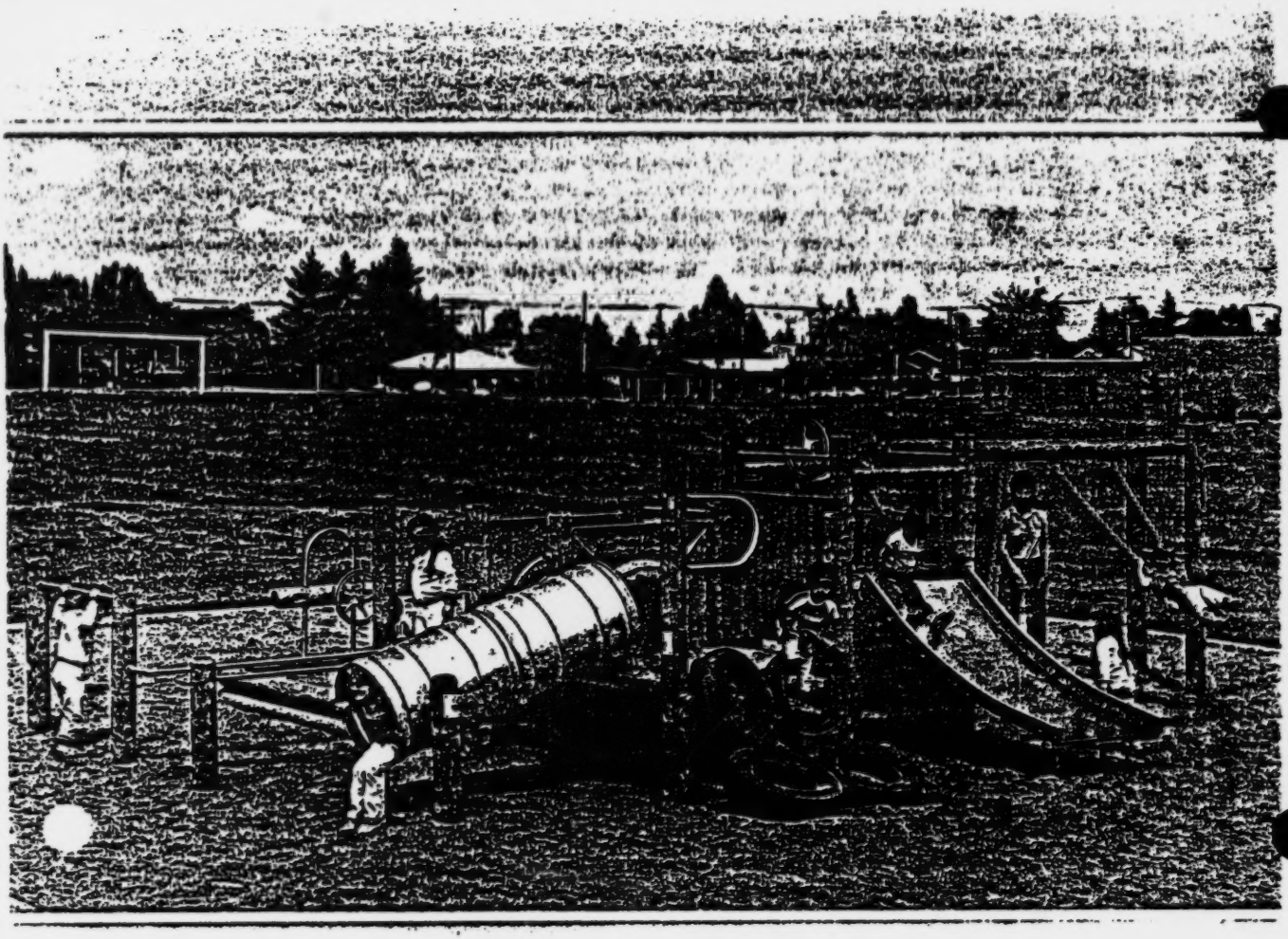
PLAYGROUND AREA

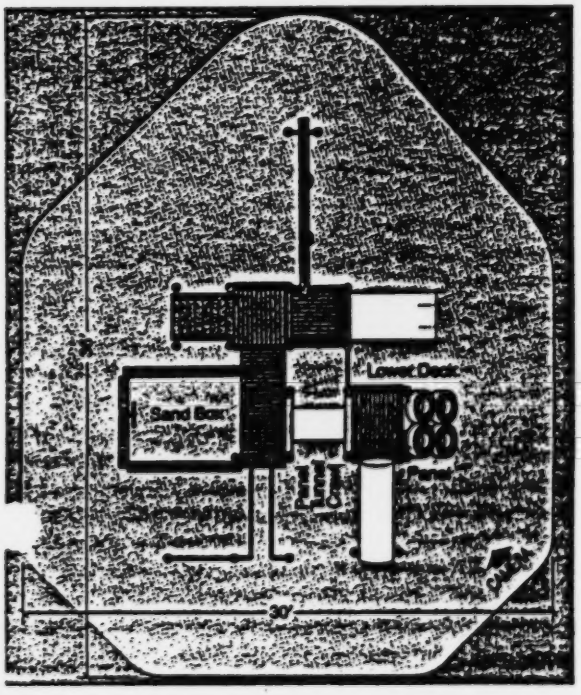
Grass

50'

40' Proposed Playground







PS-16★

This new design is the largest preschool structure. The low progressive steps and ramps provide the youngest child easy access to the deck levels. The ground level features a built-in sandbox and enclosed cubby hole area to encourage imagination and quiet play. The PS-16 features Baby Bucket swing seats and a Wide Slide for safe and fun preschool play.

5 Decks
Access Ramp
3 Solid Log Walls
2 Seat TO/FRO Swing
3′ x 6′ Slidechute
Panel/Tunnel Crawl
Inclined Tunnel
2 BigWheels
Tirenet (4)
Turning Bar
Parallel Bar
Sandbox

★ symbol indicates equipment that encourages access by children with varying degrees of disability.

Appendix D

Carolina Developmental Profile

ABC Readiness Inventory

Parten Social Play Categories

CAROLINA DEVELOPMENTAL PROFILE*

The Carolina Developmental Profile is a criterion-referenced behavior checklist designed to be used with the Developmental Task Instructional System. In this system, the goal is to increase the child's developmental abilities to the maximum level of proficiency in order to prepare him for the formal academic tasks he will face in the early elementary school years. The Profile is designed to assist the teacher in establishing long-range objectives to increase developmental abilities in six areas: fine motor, gross motor, visual perception, reasoning, receptive language, and expressive language.

The items on the checklist were developed after a careful review of the literature (see facing page) and extensive testing on young children. In other instruments, similar terms are standardized and age ranges are given. We have also included age designations, but care should be taken not to apply these age ranges precisely. The purpose of this checklist is not to compare or assess the child in terms of age normative data.

Instructions

The items on the Carolina Developmental Profile are presented in sequence by area. A task number, a description of the task, and a developmental age are given for each item. If the child completes a task successfully, check the "Can do" column, if not, place a mark in the "Cannot do" column.

The checklist should be given to a child in a large room and in several different sessions. Start with the items on the gross-motor checklist, selecting the age level at which you believe the child will have success. If the items are easily passed, you may want to skip several age levels to find the child's base level of success. If all tasks at a particular age level are passed, it can be assumed that the child can do all tasks below that level in the specific developmental area.

The child's highest level of functioning is established by determining his Developmental Age Ceiling (DAC). The criteria for determining the DAC varies from one developmental area to another. For example, in the area of gross-motor abilities, the DAC is the highest age level at which the child can do three or more tasks. However, in the receptive-language area, the DAC is the highest age level at which the child can do two or more tasks. If you believe that the child might be able to accomplish some tasks at an even higher level, you should question him on those tasks. It is extremely important to keep in mind that the checklist is designed to determine what tasks the child can and cannot accomplish. It is not designed to be used as a standardized assessment instrument.

If you believe that a child could do a task if it were presented a little differently, try it and see. Remember, you are not comparing what the child can do with what other children of his age can do. Rather, the age levels should be used as a general sequential reference guide for the development of the child. To use the age levels as diagnostic labels (for example, fine-motor development at the four-year level) would be misleading. Instead, you want to find out if the child can do a particular task, how easy it was for him, or, if he cannot do it, how close he was to accomplishing the task.

---

* The Profile, in examiner's manual format, is available from the author, School of Education, University of North Carolina, Chapel Hill.

The teacher should immediately translate his or her checklist findings into long-range instructional objectives. At the end of each developmental section, list on the appropriate line the numbers of those tasks that the child cannot do below and at his Developmental Age Ceiling. The remainder of your long-range objectives should be taken from the next highest DAC level. For example, if the child's DAC is three for reasoning skills, list the numbers of all the tasks at the four-year level in that area of development.

Summarize your findings in all six areas of development on the front of the Profile. First, draw a line through all the tasks the child completed successfully. Next, indicate the long-range objectives for each developmental area by circling the numbers of those tasks on the number chart. Finally, write in the area indicated your priority objectives - those objectives that you believe should receive the greatest amount of instructional time.

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CAROLINA DEVELOPMENTAL PROFILE

A Criterion-Referenced Checklist for Planning Early Childhood Education

Name_____

Date of Birth_____

Date_____

Developmental Age Level	Gross Motor	Fine Motor	Visual Perception	Reasoning	Receptive Language	Expressive Language
				12		
	20			11		
	19	15		10		
5	18	14	12	9	12	
	17	13	11	8	11	12
	16	12	10	7	10	11
	15					
	14	11				10
4	13	10	9	6	9	9
	12	9	8	5	8	8
	11	8	7	4	7	7
	10					
	9					
3	8	7	6	3	6	6
	7	6	5	2	5	5
	6	5	4	1	4	4
	5					
	4	4				
2	3	3	3		3	3
	2	2	2		2	2
	1	1	1		1	1

Priority Long-Range Objectives (by area and task number): _____

_____

_____

GROSS MOTOR

Task Number	Description	Developmental Age	Can Do	Cannot Do
1	SEATS SELF IN SMALL CHAIR WITHOUT LOSS OF BALANCE	2		
2	STANDS WITH HEELS TOGETHER WITHOUT FALLING FOR ABOUT FIVE SECONDS. Demonstrate and allow several trials if necessary.	2		
3	TOSSES TENNIS BALL FORWARD. Demonstrate. Can be overhand or "push toss." Ball should travel around two feet or more.	2		
4	PICKS UP ONE-INCH CUBE FROM FLOOR WHILE STANDING WITHOUT FALLING. Allow several trials if necessary.	2		
5	WALKS UP AND DOWN THREE STEPS WITHOUT SUPPORT, USING ALTERNATING OR NON-ALTERNATING STEPS. Demonstrate	2		
6	THROWS SIX-INCH TO TEN-INCH DIAMETER BALL AT LEAST FIVE FEET WITHOUT LOSING BALANCE. Demonstrate and allow several trials.	3		
7	JUMPS FROM AN ELEVATION OF APPROX. SIX INCHES. BOTH FEET SHOULD BE IN AIR. Demonstrate.	3		
8	WALKS STRAIGHT LINE ONE INCH WIDE AND TEN FEET LONG WITHOUT STEPPING OFF MORE THAN THREE TIMES. Demonstrate.	3		
9	WALKS BACKWARD FOR TEN FEET ALONG LINE. Demonstrate. Feet need not stay on line, but general direction along tape should be maintained for pass.	3		
10	WALKS UP AND DOWN THREE STEPS WITHOUT SUPPORT. ALTERNATING THE FORWARD FOOT IN CLIMBING AND DESCENDING. Demonstrate.	3		
11	THROWS TENNIS BALL USING OVERHAND THROW WITH LITTLE TORSO PARTICIPATION. Demonstrate.	4		

Task Number	Description	Developmental Age	Can Do	Cannot Do
12	BALANCES ON ONE FOOT WITHOUT SUPPORT FOR FIVE SECONDS. Allow three trials. Two successful trials for pass.	4		
13	HOPS AT LEAST TWICE ON ONE FOOT WITHOUT SUPPORT, EITHER IN PLACE OR NOT. Demonstrate.	4		
14	JUMPS AT LEAST TWO INCHES HIGH FROM CROUCHED POSITION. Demonstrate.	4		
15	MAKES RUNNING BROAD JUMP OF AT LEAST 23 INCHES FROM MARKED LINE. DISTANCE SHOULD BE MEASURED FROM POINT CHILD LEAVES GROUND TO POINT WHERE HE LANDS. Demonstrate.	4		
16	BALANCES ON ONE FOOT WITHOUT SUPPORT FOR TEN SECONDS. Demonstrate. Allow two trials. Two successful trials for pass.	5		
17	BALANCES ON TOES WITH FEET TOGETHER AND HEELS OFF THE GROUND FOR TEN SECONDS WITHOUT SUPPORT. Demonstrate. Allow three trials.	5		
18	MAKES RUNNING BROAD JUMP OF AT LEAST 28 INCHES FROM MARKED LINE. DISTANCE SHOULD BE MEASURED FROM POINT CHILD LEAVES GROUND TO POINT WHERE HE LANDS. Demonstrate.	5		
19	KICKS AN EIGHT-INCH TO TEN-INCH DIAMETER BALL, EITHER FROM FLOOR OR USING DROP KICK, AT LEAST EIGHT FEET IN THE AIR. Demonstrate	5		
20	SKIPS SMOOTHLY. Demonstrate if necessary.	5		

Developmental Age Ceiling (highest age level at which child can do three or more tasks): _____

Tasks that child cannot do at and below Developmental Age Ceiling: _____

_____

Long-Range Objectives (by task number): _____

Notes and Comments: _____

_____

FINE MOTOR

Task Number	Description	Developmental Age	Can Do	Cannot Do
1	TURNS A FEW PAGES IN A CHILD'S STORYBOOK ONE AT A TIME WITH DEFINITE CONTROL AND EASE.	2		
2	BUILDS A STANDING TOWER OF SIX TO EIGHT ONE-INCH CUBES. Demonstrate and leave tower in place as a model. Allow three trials.	2		
3	STRINGS AT LEAST TWO BEADS IN NO MORE THAN TWO MINUTES. Demonstrate. Count any bead on string past plastic tip, even if it comes off later.	2		
4	UNWRAPS PIECE OF TWISTED-END WRAPPED CANDY WITHOUT ANY HELP. Demonstrate if necessary.	2		
5	BUILDS THREE-BLOCK BRIDGE. Demonstrate and leave bridge in place as a model. For pass, base blocks should not touch each other. Allow two trials.	3		
6	COPIES CIRCLE FROM SAMPLE. Allow three trials. Pass any enclosed form. Ask child to "make one just like this."	3		
7	CUTS PAPER IN TWO PIECES WITH SCISSORS. Match scissors to hand preference. Allow two trials.	3		
8	TRACES DIAMOND PATTERN WITH PRIMARY PENCIL OR CRAYON. Demonstrate. Must begin at top, move on path counterclockwise, and stay within pathway for pass. Touching sides of pathway is permissible. Two trials.	4		
9	COPIES CROSS (+) FROM SAMPLE. Allow three trials. Pass any two crossing lines. Ask child to "make one just like this."	4		
10	CATCHES AN EIGHT-INCH TO TEN-INCH BALL THROWN FROM APPROXIMATELY FIVE FEET AWAY WITH ARMS FLEXED. Allow three trials. One catch for pass.	4		
11	PLACES TEN PENNIES IN BOX ONE AT A TIME (USING PREFERRED HAND) WITHIN FIFTEEN SECONDS. Demonstrate and then present pennies and box to child.	4		

Task Number	Description	Developmental Age	Can Do	Cannot Do
12	COPIES SQUARE FROM SAMPLE. Allow three trials. Pass only closed four-sided figures with sharp corners. Ask child to "make one just like this."	5		
13	CRUMPLES PIECE OF TISSUE PAPER (4-1/2 IN.) TO FORM A BALL. Demonstrate.	5		
14	PLACES MATCHSTICKS IN BOX WITH BOTH HANDS SIMULTANEOUSLY. Put ten sticks in row on each side of box. Must pick up one stick at a time using thumb and index finger. Demonstrate. Pass: five sticks per hand within 20 seconds; two trials.	5		
15	FOLDS SIX-INCH PAPER SQUARE TO MAKE TRIANGLE. Demonstrate with separate sheet using same hand dominance as child's. Leave your model. Pass: any resemblance of a triangle, one trial.	5		

Developmental Age Ceiling (highest age level at which child can do three or more tasks): _____

Tasks that child cannot do at and below Developmental Ceiling: _____

_____

Long-Range Objectives (by task number): _____

_____

Notes and Comments: _____

_____

ABC INVENTORY

To Determine Kindergarten & School Readiness

By NORMAND ADAIR and GEORGE BLESCH

Name_____Sex_____Date_____
yr. mo. day

Address_____Born_____
yr. mo. day

School_____Dist._____Age_____
yrs. mos.

SECTION I

"Draw-Man"

Score four points for
any of the following
items present:

head
legs
arms
body
neck
eyes
nose
mouth
hair
feet
clothing
fingers
hand
thumb
ear
eyebrow
other
Total_____

SECTION II

Score two points for any a, b, or c items answered correctly. 32 points possible.

Points:

1. What has:
____ (a) wings. (any winged insect, bird, or machine).
(b) 4 wheels. (Any 4-wheel object or device).
2. Tell me the color of:
____ (a) grass (green) (b) an apple (red)
(c) a banana
3. Which is larger:
____ (a) a dog or a cat (b) cow or a pig
(c) a man or a boy
4. What time of the year:
____ (a) do we swim (summer) (b) does it snow (winter)
5. Which is faster:
____ (a) a car or a horse (b) a train or a truck
6. How many wheels does:
____ (a) a motor scooter have (two)
(b) a wheelbarrow have (One)
7. When is:
____ (a) The 4th of July (b) Christmas
(Suggest summer or winter for "a," no help for "b")

____ Total

SECTION III

Score two points for each of the following items answered correctly. 12 points possible.

____ 1. What is ice when it melts? (water)

____ 2. What makes a cloudy day bright? (Sun)

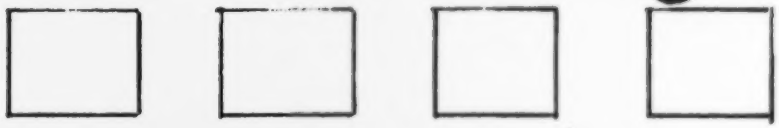
____ 3. If today is Sunday, what is tomorrow?

____ 4. What makes day warmer than night? (Sun)

____ 5. How do we hear? (With our ears)

____ 6. What are your eyes for? (To see or look)

____ Total



SECTION IV

Score eight points for each item completed successfully. 32 points possible

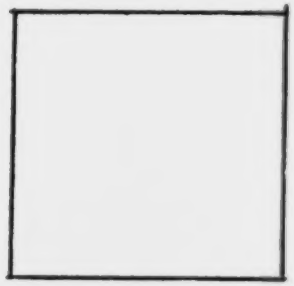
____ 1. Counting 4 squares (above).

____ 2. Fold a paper triangle.

____ 3. Repeat 4 digits (one success in three trials).
(a) 3725 (b) 4531 (c) 8694

____ 4. Copy a square (one success in 2 trials).

____ Total



1. Definitions for Social Play Categories (Parten and Newhall, 1933; Johnson, personal communication).

Non-play

unfocused--idle, nonfocused, "looking for something to do," wandering aimlessly

onlooker--actively observing the play of others

other non-play activities such as putting things in cubby, fixing clothing, conversing in a serious non-play manner.

Solitary play

The child plays alone and independently with toys that are different from those used by the children within speaking distance and makes no effort to get close or to speak to the other children. The child's interest is centered upon his/her own activity, and the activity is pursued without reference to what others are doing.

The child plays by himself/herself, away from others physically or psychologically.

Parallel play

The child plays independently, but the activity he/she chooses naturally brings him/her among other children. The child plays with toys which are like those the other children nearby are using, but the child plays with the toys as he/she sees fit and does not try to influence the activity of others.

The child plays beside rather than with the other children.

The child plays with others, doing similar (but not necessarily the same, as I interpret it) activities without verbally interacting in a shared communicative manner.

Associative play

The child plays with other children. Play materials are borrowed and lent, children follow each other with trains and wagons, and mild attempts are made to control which children may or may not play in the groups. All engage in similar, if not identical, activity. There is no division of labor and no organization of activity. Each child acts as he/she wishes and does not subordinate his/her interests to the group.

The child interacts verbally or gesturally with other children in a shared communicative way without a mutual goal.

Cooperative play

The child plays in a group that is organized for the purpose of making some material product, of dramatizing situations of adult life, or of playing games. (In our research, we are interested in games only if they are organized spontaneously by the children themselves.)

The child interacts verbally or gesturally in a shared communicative way, reciprocity of roles is at a high level, and there is a mutual goal.

Appendix E

Good Learning Environment Checklist

A CHECKLIST FOR EVALUATING A GOOD LEARNING ENVIRONMENT FOR YOUNG CHILDREN

Teacher-Child Relationships

		Yes	No
1.	Do you serve as a guide, facilitator of learning, and resource person rather than as a dispenser of information?	___	___
2.	Do you have respect for and trust children?	___	___
3.	Do you offer suggestions in a positive, sincere manner?	___	___
4.	Do you circulate among the children--encouraging them, asking them individual questions, and giving each child individual attention every day?	___	___
5.	Do the children understand their responsibilities and are they encouraged to be independent?	___	___
6.	Do you believe that children respond to genuine experience of trust with positive, productive, and enjoyable behavior and that they respond to lack of trust and confidence with destructive, hostile, and immature behavior?	___	___
7.	Do you make sure that each child succeeds in something every day?	___	___
8.	Do you operate in a manner that suggests that joy in learning, respect for others, and learning how to learn are more important than acquisition of specific subject information?	___	___
9.	Are the children secure in what they know and not frightened by what they do not know?	___	___
10.	Do you really listen to questions raised by children and do you answer them or seek to help individual children find the answer on the appropriate level?	___	___
11.	Do you ask children questions that encourage them to develop logical thinking patterns?	___	___

Program

1.	Is the program organized to allow for individual differences in pace, style, and range of learning?	___	___
2.	Are many opportunities provided for learning through the senses--feeling, hearing, tasting, smelling, seeing?	___	___
3.	Are children free to select many of their own learning activities by using learning centers that are available to them?	___	___

		Yes	No
4.	Are the children encouraged to talk to each other, ask questions, and seek their own answers?	___	___
5.	Are there a variety of exciting first-hand experiences available for the children where they can make choices and produce on their own?	___	___
6.	Is an "integrated day" in operation? Are there no class lessons based on prescribed time allotments but rather a great variety of experiences available in the creative, intellectual, artistic, and physical areas?	___	___
7.	Are children learning from each other - by observing, imitating, and teaching one another?	___	___
8.	Are the children planning and evaluating their activities?	___	___
9.	Are children given freedom to learn by exploring, discovering, inquiring, and experimenting rather than by being given facts or direct answers to their questions?	___	___
10.	Are individual and small-group activities encouraged rather than total group instruction?	___	___

<u>Materials and Equipment</u>

1.	Is there a variety of materials, supplies, and equipment for children to work with that accommodates different ages, abilities, and interests?	___	___
2.	Are children encouraged to interact with or act upon their environment using many open-ended and self-corrective materials?	___	___
3.	Are children encouraged to supply some of their own materials so that their interests are appreciated and fully incorporated into the program?	___	___
4.	Are materials available that ensure development of both fine and gross motor skills?	___	___
5.	Are materials organized and do they have a definite place so that children know exactly where to find them and also can put them away immediately after use in the appropriate place?	___	___
6.	Are the children free to use the equipment by themselves and do they know how to care for it properly?	___	___
7.	Are informal, teacher-made and child-made materials encouraged and utilized as well as commercially made materials?	___	___

		Yes	No
8.	Are materials and equipment safe and durable and are they used outdoors throughout the day just as appropriately as indoors?	___	___
9.	Are there many materials that are concrete and sensory and can be counted, arranged, and rearranged? Are these things that can be taken apart and put together again?	___	___

Physical Environment

1.	Are the classrooms decentralized or divided into a variety of learning centers rather than arranged in straight rows of desks or tables and chairs?	___	___
2.	Is the furniture arranged so that many large work surfaces are available?	___	___
3.	Is the classroom a beautiful place with a warm, inviting, home-like atmosphere?	___	___
4.	Is there a variety of learning centers, in areas such as language arts, math and science, art and music, homeliving, woodworking, sand and water, listening and viewing, a creative corner, and a quiet area with a piece of colorful carpet and/or some pillows?	___	___
5.	Is there adequate space for active children to explore, create, and move about freely?	___	___
6.	Are there storage areas with an adequate place for each child to put his or her wraps, completed work and projects, and other possessions?	___	___
7.	Are the toilet and water facilities adequate and convenient for children?	___	___
8.	Are the rooms well heated, lighted, and ventilated?	___	___
9.	Is there provision for an easy flow of activities between outdoors and indoors and is the out-of-doors used throughout the day as a part of the total living-learning environment?	___	___
10.	Is the outdoor area adequate for free play, organized games, and quiet play?	___	___
11.	Is there a separation of noisy centers such as block building and homeliving from quiet areas such as reading and research?	___	___
12.	Are bulletin boards and displays in the room organized around children's own handiwork?	___	___

Outdoor Learning Environment

		Yes	No
1.	Is the outdoors utilized as part of the total living-learning environment in conjunction with the indoors as an extension of the classroom?	___	___
2.	Are the children free to move outside as a part of an integrated day? Are the experiences enriching rather than restricting?	___	___
3.	Is there an entrance into the school from the outside so that games, materials, and equipment can be moved in and out easily?	___	___
4.	Are open-ended materials available for children to use in their own creative ways (boxes, barrels, rubber tubes, wood strips, kegs with rubber tops for drums)?	___	___
5.	Is there a hard surface area that would be appropriate for block play, play with wheel toys, bouncing ball, and other activities?	___	___
6.	Is there a balance of sunny and shaded areas so that the children might choose either?	___	___
7.	Is there a grassy area that would provide a soft area for sitting together for a story, playing, or running?	___	___
8.	Is the outdoor environment safe-free from glass and sharp metal?	___	___
9.	Is there a mixture of homemade, inexpensive equipment (ropes, tires, telephone spools, sewer pipes, bean bags, newspaper ball, etc.) and commercial equipment (jungle gyms, wheeled toys, slides, and other stationary play equipment, climbing and reaching apparatus, rockers)?	___	___
10.	Is there a sandbox with buckets, shovels, various containers, water, blocks, measuring containers of various sizes, shapes, and toys so that math concepts and imaginative and dramatic play will be fostered?	___	___
11.	Is there an adequate woodworking table with appropriate tools (hammer, saws, nails, screwdrivers, plane, chisel, jigsaw, vise, drill, clamp, file, sandpaper, measuring sticks), a variety of sizes and shapes of wood pieces, and a sawhorse available for use by the children?	___	___
12.	Is there an area provided for water play with a variety of materials (boats, sponges, corks, funnels, rubber hoses, plastic containers for measuring, eggbeaters, liquid detergent, objects that sink and float) so that the children can explore, analyze, and discover some simple math and science concepts?	___	___

		Yes	No
13.	Are easels available for outdoor painting and is there a roller table (or cart) for paints, brushes, and other art supplies that can be readily wheeled to the outdoor area for art?	___	___
14.	Is there an adequate area for block building outside (preferably a cement area), and is there a roller cart or bin for rolling blocks from the block center to the outside area?	___	___
15.	Is there evidence of growing things (vegetable gardens, flower gardens, potted plants) that have been planted and cared for by the children?	___	___
16.	Are there outdoor animals in cages or pens available for keeping as pets or for observation?	___	___
17.	Do the equipment and materials provided encourage children to do something based on their own ideas rather than just watch something operate?	___	___
18.	Are the equipment and space adequate for the development of motor skills and muscular coordination?	___	___
19.	Is the outdoor area accessible (in order to facilitate supervision and minimize the possibility of accidents - preferably large windows from floor to ceiling)?	___	___
20.	Are adequate equipment and space provided for dramatic play (tree house, fort, Indian teepee, raised platforms, stripped-down car, rows of wooden crates, logs, trees, stumps, outdoor theater, little houses, or "in-and-out" places where the children can crawl through and climb in and out of)?	___	___
21.	Is there an outside storage area and is the equipment organized and stored so that children know where it is and where to put it away?	___	___
22.	Is there an outside covered area or roof so that activity can go on even on drizzly days?	___	___
23.	Are the children given the opportunity to work and play outside alone and in small groups and both quietly and actively?	___	___
24.	Is there a nature environment with trees, plants, and flowers so that the children can explore, discover, analyze, and learn about the science of plants and animals?	___	___

		Yes	No
25.	Is there climbing equipment and apparatus to help develop large body muscles in the arms and legs?	___	___
26.	Are there balancing beams, logs, posts, or tree stumps so that the children can develop a sense of bodily balance?	___	___
27.	Is there sufficient and, if possible, sliding apparatus to help children develop a sense of motor direction?	___	___
28.	Are there interesting and challenging swings that can help develop children's arm and leg muscles, such as a "knotted rope swing" or a tire swing?	___	___
29.	Is there a slide or smooth pole that the children can climb up and slide down?	___	___
30.	Is there a diversity of equipment to provide for a variety of developmental levels among the children?	___	___

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